

PALE NEWSLETTER



Professionalism, Administration & Leadership in Education

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PALE News Highlights:

Our program chair, Bern Mulvey, has received confirmation that the PALE Forum guest speaker will be Neo Yamashita, vice-president of Education Workers Amalgamated(EWA) of Osaka. Mr. Yamashita has worked hard to protect the rights of those who work in education and has served as a judge in labor tribunal (*rodo shinpan*) hearings.

Meanwhile Robert Aspinall has arranged for a meeting of the Standard Committee on Employment Practices(SCOEP) to take place at the JALT national Conference in November. The topic for the meeting is outsourcing of teachers. Jon Dujmovich and Robert will lead the discussion.

Be sure to block time to attend both of these meetings when at the November conference in Nagoya.

PALE Moodle powered Website at <http://www.pale-jalt.org/moodle>

A Report about the recent JALT Executive Board Meeting (EBM)

From February 13 to 14 at the Tokyo Olympic Youth Memorial facility in Tokyo was held the first Executive Board Meeting of the Japan Association for Language Teaching for 2010. While I will not report about the ordinary business that was accomplished, I would like to mention that PALE had a voice on a substantive matter.

Former JALT President, Steven Brown, and a long time friend to PALE and its members, submitted a motion that The Language Teacher not run ads for companies that tender ALT which are known to be engaging in bad business. This was happening on the floor and the discussion was open. When he finished, I stood up and amplified what he said stating that at our well attended 2009 JALT-PALE Forum, our very own Chris Flynn presented on such a timely topic. A question came asking for any evidence that would support such allegations, and I said yes stating that Chris had in his

PowerPoint actual scans of contracts to that effect. One could just feel the consensus build in our favor. Later, I asked our treasurer, what amount of ad revenue we can look forward to forgoing. Almost next to nothing.

That was a good day and PALE was there on the floor making a difference! But there is another bounce. For many JALT members who do not know us or who have never been slighted in any way from any job, we were always “that group” which is “over there” and we talk about “things like, going on strike” and such. But that day was different. We were there, speaking in defense of good business and fairness to the service provider, the worker. I hope that from now more people see us as a group that is important for our accomplishments and research, ready to speak out with a concise clarity, and willing to benefit not only JALT but anyone who teaches language in this part of the world.

JALT stands for The Japan Association for Language Teaching. The last three words, “for Language Teaching” is where we fit. How we teach is one thing – as all the SIGs can show, but how teachers are hired and treated; that is PALE; that is us.

Recently I asked other SIG Coordinators to share their “two-cents-worth” with the question, “What does PALE mean to you?” The coordinator for the GALE SIG, Kristie Collins wrote:

P-- professionalism... being a reliable, active, attentive educator

A-- administration... transparency and consistency

LE-- leadership in education... teach the way we'd want to be taught!

That says it!

Thank you everyone. And thank you Kristie and thank you Steve.

Thomas H. Goetz, Pale Coordinator-2010

A Quick Look at Teaching Licenses in Japan Rick Derrah

In the 1870s the opening of the first normal school in Tokyo, saw the establishment of the teacher licensing system in Japan. After Tokyo, additional normal schools were opened in other prefectures to provide training for new teachers as required by the Meiji government. Graduates from normal schools were given a seven year teacher's license which could be renewed for an additional seven years. Later higher normal schools were opened to provide additional training for new teachers. Graduates from these higher normal schools also received a seven-year license, but renewal would provide a lifetime license.

After the Second World War the Education Reform Committee acting on recommendations from the United States Education Mission moved teacher education and its licensing system closer to the system seen today. Instead of attending a state controlled school, teacher education was moved into universities. In 1949 the Law for Licensing

Educational Personnel established three types of licenses: regular, temporary, and emergency.

Today prefectural boards of education award temporary, special, and regular licenses, however, the main difference is in the term of the license. Temporary licenses are generally good for one year with the intention to provide time for the person to work while completing requirements for a regular license. Both regular and special licenses require renewal after ten years, however, special licenses differ from regular licenses in their method of obtainment. A school may apply on behalf of a teacher who is then required to submit their educational background, have an interview, and provide a demonstration lesson to members of the prefectural board for education who then decide if a special license will be provided. Temporary licenses along with regular and special licenses all provide the same professional standing. A license awarded by the prefectural board of education is the same for both the public and private school settings. While some public education systems require a test, it is only to formulate a hiring list. Passing the test does not provide a license, as the people taking the test are already licensed or about to complete their requirements. The passing grade for this type of test varies depending upon the number of people to be hired that year. All three of these types of licenses are open to anyone qualified regardless of nationality and provide an opportunity to those interested in getting involved in middle or high school education in Japan.

2010 Kansai Private University Salary Scales

**Michael 'Rube' Redfield
Osaka University of Economics**

These are the 2008 Kansai Private University Salary Scales. 23 schools in the association have released their salary data. These salaries are total yearly salaries (including *bonus*). They do not include extra income, such as research and travel funds, entrance exam and other committee fees, allowances for housing and dependents, etc. I have listed the highest and lowest three figures. The 23 school average has also been included. In general, large, coeducational (and not always so prestigious) schools to seem to be at the top of the scale, and women's colleges at the bottom. By the way, average salaries are slightly down for most age

groups for the 2080 levels. Please feel free to make whatever use you can of the scales, including copying and republishing. Any mistakes in the data are mine.

30 year old Assistant Professor (senin), with 1 child

rank	institution	yearly salary
top 1	Kansai University	8,019,540
top 2	Momoyama Gakuen University	7,983,849
top 3	Osaka Tech, Setsunan University	7,820,600
bottom 3	Kobe Yamate University, JC	5,491,658
bottom 2	Hagorama University	4,706,400
bottom 1	Koysan University	4,354,800
Average		6,749,032

35 year old Associate Professor (jyunkyoju), 1 child

rank	institution	yearly salary
top 1	Osaka Geijutsu University	10,816,800
top 2	Kansai University	9,775,470
top 3	Osaka Tech, Setsunan University	9,631,400
bottom 3	Osaka	5,912,160
bottom 2	Hagorama University	5,609,400
bottom 1	Koysan University	5,426,400
Average		8,191,096

40 year old Associate Professor (jyunkyoju), 2 children

rank	institution	yearly salary
top 1	Momoyama Gakuen University	11,131,959
top 2	Kinki University	11,046,755
top 3	Osaka Tech, Setsunan University	10,941,800
bottom 3	Osaka Yuhigaoka Gakuen Tan Dai	7,043,040
bottom 2	Koysan University	6,835,200
bottom 1	Hagorama University	6,400,400
Average		9,556,035

45 year old Professor (kyoju), 2 children

rank	institution	yearly salary
top 1	Momoyama Gakuin University	12,494,299
top 2	Osaka Tech, Setsunan University	12,443,000
top 3	Kinki University	12,422,759
bottom 3	Kobe Yamate University, JC	7,504,322
bottom 2	Hagorama University	7,406,000
bottom 1	Koysan University	6,835,200
Average		10,460,554

50 year old Professor (kyoju), 2 children

rank	institution	yearly salary
top 1	Kinki University	13,641,166
top 2	Osaka Geijutsu University	13,607,580
top 3	Momoyama Gakuin University	13,571,284
bottom 3	Hagorama University	8,315,
bottom 2	Kobe Yamate University, JC	8,259,305
bottom 1	Koysan University	7,497,600
Average		11,488,477

55 year old Professor (kyoju), 1 child

rank	institution	yearly salary
top 1	Osaka Geijutsu University	14,700,175
top 2	Momoyama Gakuin University	14,197,224
top 3	Hanan University	13,919,800
bottom 3	Hagorama University	9,039,800
bottom 2	Kobe Yamate University, JC	8,716,982
bottom 1	Koyasan University	7,864,800
Average		12,036,918

60 year old Professor (kyoju), no dependent children

rank	institution	yearly salary
top 1	Osaka Geijutsu University	15,442,175
top 2	Momoyama Gakuin University	14,390,529
top 3	Osaka Tech, Setsunan University	14,190,800
bottom 3	Hagorama University	9,507,400
bottom 2	Kobe Yamate University, JC	8,851,096
bottom 1	Koyasan University	7,862,400
Average		12,227.558

The following piece is a follow-up to one printed in the previous issue and is reprinted with permission from Debito.org.

International Students

This is Laura Petrescu again – the MEXT scholarship grantee who shared her studying experience with you all last year.

First of all, for those of you wondering why my story would be worth an update, here’s a little food for thought: what happened to me, and to other foreign students who were too bitter or too afraid to come out in the open, isn’t just a problem of one individual who couldn’t quite get used to living and studying here. It’s an entire system that rounds up gifted high-school graduates from around the world and brings them to Japan, but stops there; there are no follow-ups, no inquiries about students’ problems and general well-being, and everything is left to the universities where said graduates are placed. And, as I tried to point out in my other essay, some of these universities are not prepared to accommodate and deal with foreign students.

I’ve decided to waive my scholarship and return to

my home country. There are two reasons for my decision. Prospective MEXT students need to know all this. Having this information can help them decide whether it's worth to spend five years here, re-learn everything they thought they knew about Japan, struggle to fit in, be treated questionably time and again, and possibly not learn anything beyond the absolute basics of their field, just to get a piece of cardboard that says they graduated from a Japanese university. Not to mention that the allowance is hardly enough to get by once they get kicked out of their dorm – and everyone gets kicked out of their dorm after a year (or two, if they're lucky), and most of the small university taxes are NOT paid by MEXT (I had to pay roughly 80.000 JPY when I enrolled, no idea what those were for, but there you go). Add that to the cost of moving to another city (which most foreign students have to do after their preparatory year) and later on, the key money, etc., required to move to an apartment or mansion, and it's obvious that not only the students, but also their families will probably have to make considerable efforts as well.

The following is reprinted with permission from Debito.org.

Case study about university contract termination of NJ reversed due to getting a lawyer

This past December, just before winter vacation, the owner of the college where I teach called me into his office and announced in no uncertain terms that in 3 months, at the end of March, I would be fired. After 24 years working for the school, with hardly any advanced warning, I was to be among the unemployed, and at an age (56) when it would be all but impossible to find a similar position in Japan.

The owner, not so generously, said he would allow me to continue as a part-timer at the bottom of the pay scale, with a loss of health care benefits, at an income which, unless I came up with something to supplement it, would be impossible to live on. In addition, he made it a point to explain, though I might have thought I was fulltime, for the first 5 years, (when I taught at both his high school and college) I actually was a part-timer, and that I could expect my retirement package to reflect it.

As I believe that the circumstances I describe might apply to any number of foreign workers in Japan, I am writing in the hope you might gain from some of my mistakes. First of all, verbal agreements mean nothing. Insist on getting those promises in writing. When I interviewed for my job at the high school, there were three people in the room, but 24 years later, two of them are dead, and the only person who might verify my story is the man I had to take to court.

If you believe in labor unions, better join up before you encounter any problems. Or if you do try joining a labor union, don't let them know of your predicament, or else they will have nothing to do with you. (I couldn't even get them to recommend a lawyer.) Basically labor union resources are reserved for members of long standing who have paid their dues.

Finally, and most important of all, get a lawyer. I simply would have been a dead man without one. I was lucky enough to have a friend recommend one to me, and still luckier that he was willing to go to court. It never seemed to even occur to my boss that I would or could litigate. I had already received notice, the court date was set, and I was meeting with my lawyer. It was March 30th and one day from termination, when I got a fax from my school's lawyer rescinding it. I'm back at work now as if nothing happened, though who is to say whether or not I won't go through the same hell again next year.